



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2325 E Adobe Street, Mesa, AZ 85213

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Highly Performing  
2003-04 Performing  
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Susan Johnston  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-6  
2005 Enrollment : 793  
Web Address : www.mpsaz.org/field  
Phone Number : (480) 472-9800  
Fax Number : (480) 472-9819  
E-mail : spjohnst@mpsaz.org

### Mission

Field believes that every child is capable of achieving success, and that high expectations are held and communicated clearly to all students. We believe that a quality education is a collaborative effort of students, staff, parents and community.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 Met  
2002-03 Met

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students will improve in the areas of math, reading, and language/writing.
- ü Students will acquire habits of inquiry, problem-solving and higher-level thinking skills.
- ü Student attendance rate will be 95 percent or higher.

### Enrollment

October 1, 2004 School Year Student Enrollment : 814  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 196

Instructional Programs

- ü Gifted Classes
- ü Specific Learning Disabilities
- ü Speech and Language
- ü On-site Special Education
- ü Accelerated Reader
- ü Sheltered English Immersion
- ü At-Risk Programs
- ü Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Provide a safe, optimum learning environment in which students will experience success and achieve excellence. Provide curriculum and instruction driven by the Arizona Academic Standards. Provide regular communication regarding academics and behavior. Hold students accountable for learning and for behaving appropriately. Encourage and facilitate family and community involvement.

Parents

Have children attend school regularly, on time, properly clothed and fed and ready to learn. Provide a time each evening for homework assignments and help when necessary. Attend parent/teacher conferences and other school events. Talk with children about showing respect and making wise choices at school, and hold them accountable for their behavior. Support school and district policies.

Transportation Policy

Busing is provided for all students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP. Field school provides an activity bus on Mondays, Tuesdays, and Thursdays

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Sixth Grade Student in Top 2% Worldwide Math Olympiad	2005
ü Math Olympiad Team in Top 20% Worldwide	2005
ü Strings students participated in Honor Choir	2005
ü Two District Writing Contest Winners	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	5983	79306	99	99	99	448	454	445	5	6	10	12	15	18	58	53	51	26	26	20
All Students (Prior Year)	115	5651	75509	97	98	100	552	532	521	6	9	13	15	19	23	30	33	33	49	39	31
Female	73	2922	38691	100	99	99	457	454	446	3	5	10	13	16	18	58	53	52	25	25	20
Male	60	3060	40583	97	99	99	438	455	445	8	7	11	9	14	18	57	52	50	26	27	21
African American	NC	269	4041	NC	100	99	NC	429	426	NC	12	17	NC	19	23	NC	57	50	NC	12	10
Hispanic	45	2187	32869	100	100	99	443	437	429	8	9	15	21	21	25	55	58	51	16	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	NC	221	4264	NC	98	100	NC	437	419	NC	9	19	NC	27	30	NC	54	45	NC	10	6
White	75	3156	36197	96	99	99	450	468	463	3	4	5	7	10	11	58	49	53	32	37	31
Students with Disabilities	11	685	10321	100	100	100	295	377	389	9	25	30	9	29	27	64	37	34	18	9	9
Students without Disabilities	122	5298	69060	98	99	98	464	464	454	5	4	7	12	13	17	57	55	54	27	28	22
Limited English Proficient Students	12	703	15509	100	100	100	312	391	406	19	17	20	38	28	30	38	49	45	6	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	66	3051	39415	99	97	96	447	442	431	5	9	15	21	21	25	56	56	50	18	14	10
Non-Economically Disadvantaged	67	2932	39966	99	100	100	450	466	459	5	4	6	3	9	12	59	50	52	33	38	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	5986	79395	99	0	99	452	454	446	5	6	9	11	21	25	67	60	55	18	13	11
All Students (Prior Year)	115	5641	75492	97	98	100	529	522	519	8	11	12	14	14	16	46	48	47	32	27	24
Female	73	2926	38743	100	0	100	462	458	451	3	5	7	10	20	24	70	61	57	16	15	12
Male	60	3059	40618	97	0	99	440	450	440	8	7	11	11	23	27	62	58	53	19	12	9
African American	NC	269	4052	NC	0	100	NC	434	434	NC	9	11	NC	24	29	NC	60	54	NC	6	6
Hispanic	45	2189	32915	100	0	99	446	433	426	13	10	15	18	32	35	61	53	47	8	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	NC	220	4271	NC	0	100	NC	437	420	NC	8	15	NC	33	42	NC	56	41	NC	3	2
White	75	3158	36221	96	0	99	453	469	465	0	3	4	7	14	15	71	64	63	22	20	17
Students with Disabilities	11	684	10331	100	0	100	310	375	388	0	21	25	9	40	37	73	34	34	18	5	4
Students without Disabilities	122	5302	69139	98	0	99	467	464	454	6	4	7	11	19	24	66	63	58	17	15	11
Limited English Proficient Students	12	703	15545	100	0	100	302	382	399	25	18	21	38	43	42	38	36	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	66	3052	39484	99	0	96	446	440	429	9	9	14	19	30	35	65	55	47	7	6	4
Non-Economically Disadvantaged	67	2934	39986	99	0	100	458	466	461	2	2	4	3	13	16	68	64	63	27	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	5935	78869	96	98	99	442	442	442	4	6	6	15	21	21	68	62	63	13	12	10
All Students (Prior Year)	113	5611	75053	95	98	99	577	578	597	16	10	7	10	14	12	65	68	72	9	7	9
Female	71	2903	38536	97	99	99	465	458	458	2	4	4	14	14	15	68	65	67	17	16	14
Male	59	3031	40302	95	98	99	413	425	428	8	8	8	17	26	26	67	58	60	8	8	7
African American	NC	267	4015	NC	100	99	NC	426	430	NC	6	8	NC	25	24	NC	61	61	NC	7	7
Hispanic	44	2160	32606	100	98	98	419	419	426	11	9	8	24	29	27	62	57	60	3	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	NC	216	4245	NC	96	100	NC	426	423	NC	8	9	NC	30	26	NC	55	61	NC	8	4
White	74	3142	36078	95	98	99	454	457	459	0	4	4	9	15	16	71	65	66	21	16	14
Students with Disabilities	11	676	10246	100	100	100	293	347	367	0	18	18	9	40	39	91	37	40	0	5	4
Students without Disabilities	119	5259	68697	96	98	98	457	454	454	5	4	4	16	18	18	65	65	67	14	13	11
Limited English Proficient Students	12	687	15339	100	100	100	265	366	399	20	15	11	27	35	31	53	48	54	0	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	64	3015	39106	96	96	95	428	426	427	9	8	8	25	28	28	62	59	59	4	5	5
Non-Economically Disadvantaged	66	2920	39837	97	100	100	454	457	457	0	4	4	6	13	14	73	64	67	21	19	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	5594	78906	99	99	99	511	509	498	3	8	13	8	15	19	69	50	48	21	26	20
All Students (Prior Year)	129	5809	76019	99	99	100	504	514	499	10	9	14	40	34	39	16	13	14	35	44	33
Female	53	2679	38644	98	99	99	515	507	500	5	8	12	7	16	19	64	51	49	25	25	19
Male	43	2915	40236	100	99	99	505	510	497	0	8	15	8	15	19	75	50	46	17	28	20
African American	NC	219	4087	NC	100	99	NC	482	481	NC	15	20	NC	17	24	NC	55	45	NC	13	11
Hispanic	32	1921	31938	97	100	99	482	486	481	4	13	19	12	23	25	73	51	46	12	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	NC	237	4593	NC	100	100	NC	479	467	NC	19	26	NC	24	29	NC	48	39	NC	9	6
White	58	3081	36483	100	98	99	526	525	517	0	4	7	6	10	13	67	50	51	27	36	30
Students with Disabilities	NC	650	10664	NC	100	100	NC	417	430	NC	33	42	NC	26	27	NC	33	26	NC	7	5
Students without Disabilities	92	4944	68310	99	98	98	519	521	509	1	5	9	6	14	18	70	53	51	22	29	22
Limited English Proficient Students	NC	560	12573	NC	100	100	NC	427	454	NC	23	27	NC	31	30	NC	41	38	NC	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	49	2737	38679	94	95	96	511	495	483	3	13	20	14	21	25	65	50	45	19	15	10
Non-Economically Disadvantaged	47	2857	40295	100	100	100	510	520	513	2	4	7	2	9	13	72	51	50	23	36	30

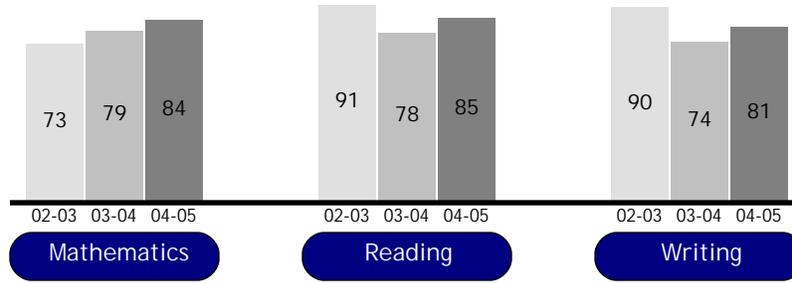
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	5599	78908	99	0	99	493	491	484	1	6	10	19	19	23	73	63	58	8	12	9
All Students (Prior Year)	129	5803	76020	99	99	100	512	507	503	19	20	25	19	22	23	42	43	40	21	16	12
Female	53	2681	38648	98	0	99	500	494	489	2	5	8	20	18	22	70	64	61	7	12	10
Male	43	2918	40233	100	0	99	484	489	479	0	7	12	17	20	25	75	61	55	8	12	8
African American	NC	218	4092	NC	0	99	NC	472	473	NC	9	12	NC	24	28	NC	61	54	NC	6	5
Hispanic	32	1925	31940	97	0	99	462	470	465	4	12	16	23	30	32	73	53	49	0	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	NC	238	4569	NC	0	100	NC	469	457	NC	11	18	NC	31	39	NC	56	41	NC	3	2
White	58	3082	36502	100	0	99	509	507	502	0	3	4	14	12	14	73	69	67	12	17	15
Students with Disabilities	NC	651	10665	NC	0	100	NC	409	423	NC	21	30	NC	38	36	NC	38	31	NC	4	2
Students without Disabilities	92	4948	68312	99	0	98	500	502	493	0	4	7	19	17	21	73	66	62	8	13	10
Limited English Proficient Students	NC	559	12556	NC	0	100	NC	408	436	NC	22	24	NC	43	40	NC	32	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	49	2742	38662	94	0	96	494	479	468	3	10	16	22	28	32	65	56	49	11	5	3
Non-Economically Disadvantaged	47	2857	40315	100	0	100	492	502	498	0	2	5	16	11	15	79	68	66	5	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	5524	78750	98	98	99	503	500	500	3	5	6	30	28	29	65	63	63	3	3	2
All Students (Prior Year)	129	5771	75673	99	98	100	523	530	530	14	15	12	22	25	25	60	56	58	4	5	4
Female	53	2649	38586	98	98	99	522	514	515	2	4	4	20	21	22	75	70	71	2	4	3
Male	42	2874	40135	98	98	99	479	488	486	3	7	8	42	35	35	53	56	56	3	2	1
African American	NC	215	4081	NC	99	99	NC	486	488	NC	4	8	NC	36	32	NC	57	59	NC	3	2
Hispanic	32	1884	31841	97	98	99	480	479	483	4	8	8	35	37	36	58	54	55	4	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	231	4586	NC	97	100	NC	481	481	NC	10	8	NC	34	37	NC	53	54	NC	2	1
White	57	3058	36440	98	98	99	511	514	516	2	4	3	31	23	22	65	69	71	2	4	4
Students with Disabilities	NC	642	10622	NC	100	100	NC	390	415	NC	22	21	NC	48	50	NC	26	28	NC	4	1
Students without Disabilities	91	4882	68196	98	97	98	511	515	513	3	3	3	29	26	25	68	68	69	1	3	3
Limited English Proficient Students	NC	541	12504	NC	100	100	NC	407	451	NC	17	12	NC	48	44	NC	33	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	48	2686	38558	92	93	96	499	486	485	3	9	8	35	37	37	62	53	54	0	1	1
Non-Economically Disadvantaged	47	2838	40260	100	100	100	506	513	514	2	3	3	26	21	21	67	71	72	5	5	4

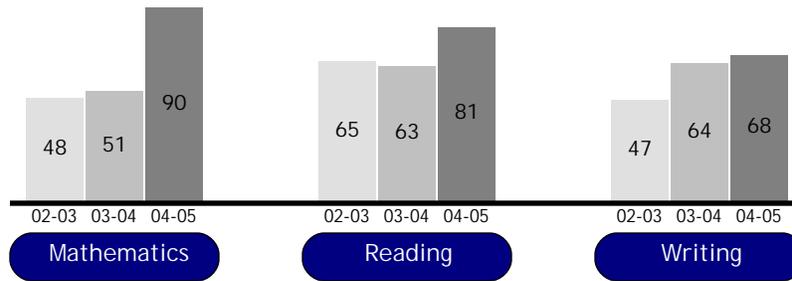
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	68	61	50	88	70	NA	58	95	51	50	47
	Language	98	54	49	43	91	57	53	50	95	54	49	47
	Mathematics	95	73	67	57	88	73	71	64	95	54	54	50
3	Reading	98	55	57	47	93	63	NA	55	96	53	50	44
	Language	97	59	61	54	94	66	63	61	96	50	49	44
	Mathematics	97	62	64	54	96	71	66	61	96	58	55	51
4	Reading	89	66	62	52	99	62	NA	56	96	57	52	48
	Language	97	54	54	48	100	56	55	52	96	53	52	49
	Mathematics	99	58	68	57	100	67	68	61	96	61	59	53
5	Reading	93	59	59	50	91	66	NA	55	98	56	55	50
	Language	96	47	53	46	98	52	55	49	98	52	55	50
	Mathematics	99	56	68	57	98	63	71	63	98	53	54	49
6	Reading	98	71	62	53	95	62	NA	56	96	61	58	51
	Language	98	64	53	45	94	57	55	48	96	58	54	47
	Mathematics	97	83	75	62	94	78	76	66	95	62	62	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Field Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

### Council Duties

- Ü Student Discipline, including Dress
- Ü School Safety Issues
- Ü Homework Policies
- Ü Attendance Policies
- Ü Extracurricular Activities
- Ü Public Relations

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	42.50
Other Professional Staff	3.00	Teacher Aide	13.75

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	1	0	0
10 or more years	8	20	2	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Expanded Media Center
- Ü Well-Shaded Play Areas

### Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Afterschool Sports/Jump Rope Club
- Ü Geography Club
- Ü Student Ambassadors
- Ü Homework Club
- Ü Orchestra
- Ü Chorus

### Social Services

- Ü Counseling Services/Mentoring Program
- Ü Health Services/Referrals
- Ü Crisis Intervention/Referrals
- Ü Recreational and Community Activities
- Ü After-School Day Care
- Ü ESL Classes for Parents
- Ü Breakfast and Lunch Programs
- Ü Community Resource Referrals

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Field School third grade and fourth grade students exceeded the percent of students meeting or exceeding the standards at the state and district levels on AIMS in reading, writing, and math.
- ü Field School fifth and sixth grade students met or exceeded the state and district percent of students meeting or exceeding the standards in reading, writing, and math.
- ü The average percentile rank of Field second graders on the TerraNova norm referenced test was 50 or higher in all three curriculum areas.
- ü 95% of Field parent responses on the Mesa Public Schools Quality Service Survey were A's and B's.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	21	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Visitors sign-in through the office and wear name tags. Staff wear ID badges. Facilities inspections, fire drills, evacuations, and lock-downs and safety meetings are held regularly. Radios are carried by staff on duty and on field trips. Good citizenship and respectful behavior are emphasized.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Sue Johnston	(480) 472-9800
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Community Relations	(480) 472-0222
School Nutrition Programs	Karen Burrington	(480) 472-9800
Parent Organization	Joci Burgener	(480) 472-9800
Student Health/Nurse	Irene Quinones	(480) 472-9800

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.